



August 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results*. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# High School Report

Test Date: May 2009  
Code: 11911459  
SAU: York School Department  
School: York High School

## Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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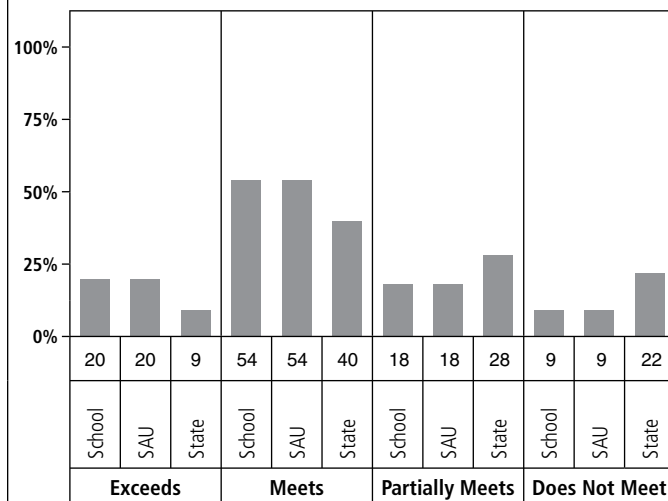
# SUMMARY OF SCORES

Test Date: May 2009  
SAU: York School Department  
School: York High School

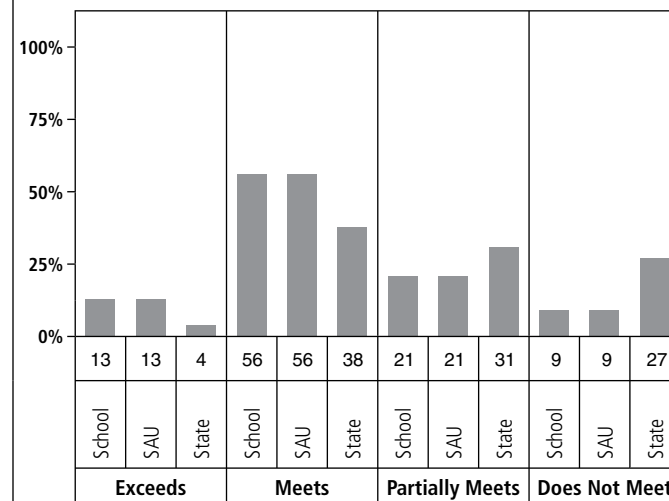
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b>			
2006–2007	1145	1145	1141
2007–2008	1149	1149	1141
<b>2008–2009</b>	<b>1148</b>	<b>1148</b>	<b>1141</b>
Cum Average*	1147	1147	1141
<b>Mathematics</b>			
2006–2007	1146	1146	1140
2007–2008	1148	1148	1141
<b>2008–2009</b>	<b>1148</b>	<b>1148</b>	<b>1141</b>
Cum Average*	1147	1147	1141
<b>Writing</b>			
2006–2007	1147	1147	1141
2007–2008	1149	1149	1140
<b>2008–2009</b>	<b>1148</b>	<b>1148</b>	<b>1140</b>
Cum Average*	1148	1148	1140
<b>Science</b> <b>2008–2009**</b>	<b>1144</b>	<b>1144</b>	<b>1140</b>

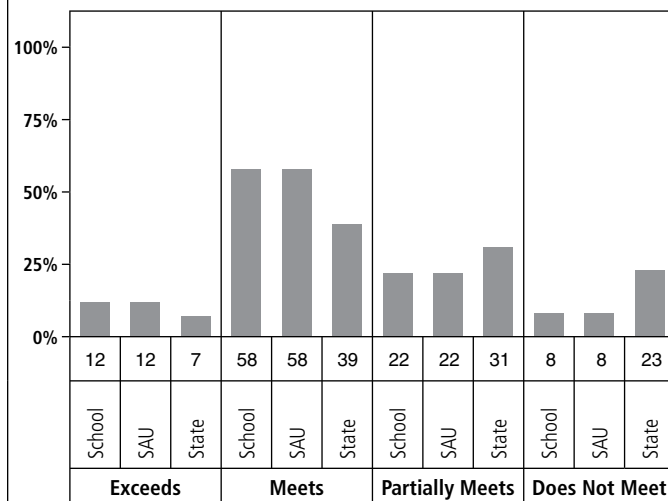
## CRITICAL READING



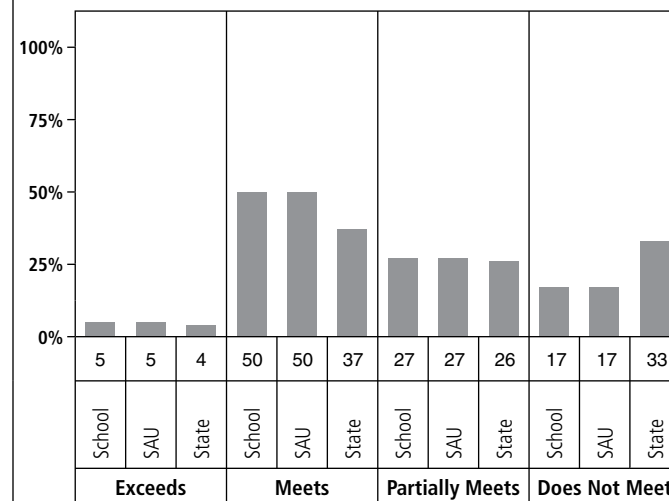
## MATHEMATICS



## WRITING



## SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science standards were reset in May 2009, no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009  
SAU: York School Department  
School: York High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	170	100	170	100	15632	100	169	99	169	99	14928	96	170	100	170	100	15274	98	169	99	169	99	14926	96	166	98	166	98	15079	97
Ethnicity African American/Black	0	0	0	0	341	2	0	0	0	0	310	91	0	0	0	0	322	95	0	0	0	0	309	91	0	0	0	0	317	93
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	101	91	0	0	0	0	107	96	0	0	0	0	101	91	0	0	0	0	103	93
Asian or Pacific Islander	2	1	2	1	241	2	1	50	1	50	221	92	2	100	2	100	229	95	1	50	1	50	221	92	2	100	2	100	227	94
Hispanic	0	0	0	0	166	1	0	0	0	0	156	94	0	0	0	0	162	98	0	0	0	0	156	94	0	0	0	0	155	93
Caucasian/White	168	99	168	99	14773	95	168	100	168	100	14140	96	168	100	168	100	14454	98	168	100	168	100	14139	96	164	98	164	98	14277	97
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	22	13	22	13	2327	15	22	100	22	100	2108	91	22	100	22	100	2200	95	22	100	22	100	2099	91	18	82	18	82	2140	92
Current LEP	1	1	1	1	262	2	0	0	0	0	232	89	1	100	1	100	246	94	0	0	0	0	231	88	1	100	1	100	240	92
Economically disadvantaged	21	12	21	12	4634	30	20	95	20	95	4263	92	21	100	21	100	4451	96	20	95	20	95	4262	92	19	90	19	90	4383	95
Migrant	0	0	0	0	5	0	0	0	0	0	4	80	0	0	0	0	5	100	0	0	0	0	4	80	0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	159	94	159	94	13079	84	159	94	159	94	13417	86	159	94	159	94	13084	84	158	93	158	93	13288	85
Identified disability (PET/IEP)	12	8	12	8	727	6	12	8	12	8	814	6	12	8	12	8	725	6	11	7	11	7	802	6
LEP	0	0	0	0	170	1	0	0	0	0	181	1	0	0	0	0	170	1	0	0	0	0	177	1
504 plan	3	2	3	2	238	2	3	2	3	2	245	2	3	2	3	2	238	2	3	2	3	2	241	2
Participation with accommodations	9	5	9	5	1626	10	10	6	10	6	1636	10	9	5	9	5	1624	10	7	4	7	4	1579	10
Identified disability (PET/IEP)	9	100	9	100	1158	71	9	90	9	90	1165	71	9	100	9	100	1156	71	6	86	6	86	1126	71
LEP	0	0	0	0	56	3	1	10	1	10	59	4	0	0	0	0	55	3	1	14	1	14	57	4
504 plan	0	0	0	0	79	5	0	0	0	0	79	5	0	0	0	0	80	5	0	0	0	0	77	5
Other	0	0	0	0	360	22	0	0	0	0	360	22	0	0	0	0	360	22	0	0	0	0	345	22
Participation through alternate assessment (PAAP)	1	1	1	1	223	1	1	1	1	1	221	1	1	1	1	1	218	1	1	1	1	1	212	1
Identified disability (PET/IEP)	1	100	1	100	223	100	1	100	1	100	221	100	1	100	1	100	218	100	1	100	1	100	212	100
LEP	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	34	0	0	0	0	0	24	0	0	0	0	0	26	0
Non-participation – other	1	1	1	1	680	4	0	0	0	0	324	2	1	1	1	1	682	4	4	2	4	2	527	3

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

Test Date: May 2009  
 SAU: York School Department  
 School: York High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007	13	8	14	8	1168	8
	2007-2008	20	15	20	15	1184	8
	<b>2008-2009</b>	<b>33</b>	<b>20</b>	<b>33</b>	<b>20</b>	<b>1339</b>	<b>9</b>
	Cum. Total*	66	14	67	14	3691	8
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007	94	56	95	56	5714	38
	2007-2008	76	58	77	57	5885	40
	<b>2008-2009</b>	<b>90</b>	<b>54</b>	<b>90</b>	<b>54</b>	<b>5897</b>	<b>40</b>
	Cum. Total*	260	56	262	55	17496	40
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007	47	28	47	27	4728	31
	2007-2008	25	19	27	20	4093	28
	<b>2008-2009</b>	<b>30</b>	<b>18</b>	<b>30</b>	<b>18</b>	<b>4169</b>	<b>28</b>
	Cum. Total*	102	22	104	22	12990	29
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007	15	9	15	9	3444	23
	2007-2008	9	7	10	7	3417	23
	<b>2008-2009</b>	<b>15</b>	<b>9</b>	<b>15</b>	<b>9</b>	<b>3255</b>	<b>22</b>
	Cum. Total*	39	8	40	8	10116	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: York School Department  
School: York High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	168	33	20	90	54	30	18	15	9	1148	168	20	54	18	9	1148	14660	9	40	28	22	1141
<b>Ethnicity</b>																						
African American/Black	0										0						303	3	23	27	47	1133
American Indian or Native Alaskan	0										0						100	5	27	30	38	1135
Asian or Pacific Islander	1										1						219	11	34	28	26	1141
Hispanic	0										0						151	3	34	33	30	1137
Caucasian/White	167	33	20	90	54	30	18	14	8	1148	167	20	54	18	8	1148	13887	9	41	28	21	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	21	0	0	4	19	7	33	10	48	1133	21	0	19	33	48	1133	1865	1	11	24	64	1127
No	147	33	22	86	59	23	16	5	3	1150	147	22	59	16	3	1150	12795	10	45	29	16	1143
<b>Current LEP</b>																						
Yes	0										0						225	0	9	22	68	1126
No	168	33	20	90	54	30	18	15	9	1148	168	20	54	18	9	1148	14435	9	41	29	21	1141
<b>Economically disadvantaged</b>																						
Yes	19	2	11	7	37	9	47	1	5	1142	19	11	37	47	5	1142	4120	3	30	32	35	1136
No	149	31	21	83	56	21	14	14	9	1149	149	21	56	14	9	1149	10540	11	44	27	17	1143
<b>Migrant</b>																						
Yes	0										0						3					
No	168	33	20	90	54	30	18	15	9	1148	168	20	54	18	9	1148	14657	9	40	28	22	1141
<b>Gender</b>																						
Female	90	18	20	50	56	16	18	6	7	1149	90	20	56	18	7	1149	7098	10	43	29	18	1142
Male	78	15	19	40	51	14	18	9	12	1147	78	19	51	18	12	1147	7562	9	37	28	26	1140
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						291	3	28	28	41	1135
No	168	33	20	90	54	30	18	15	9	1148	168	20	54	18	9	1148	14369	9	40	28	22	1141
<b>Gifted/talented program</b>																						
Yes	0										0						520	52	45	3	1	1161
No	168	33	20	90	54	30	18	15	9	1148	168	20	54	18	9	1148	14140	8	40	29	23	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Test Date: May 2009  
SAU: York School Department  
School: York High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007	14	8	16	9	578	4
	2007-2008	15	12	16	12	637	4
	<b>2008-2009</b>	<b>22</b>	<b>13</b>	<b>22</b>	<b>13</b>	<b>596</b>	<b>4</b>
	Cum. Total*	51	11	54	11	1811	4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007	89	53	89	52	5481	36
	2007-2008	80	62	81	60	5508	37
	<b>2008-2009</b>	<b>95</b>	<b>56</b>	<b>95</b>	<b>56</b>	<b>5674</b>	<b>38</b>
	Cum. Total*	264	56	265	56	16663	37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007	49	29	49	29	4754	31
	2007-2008	25	19	25	19	5065	34
	<b>2008-2009</b>	<b>36</b>	<b>21</b>	<b>36</b>	<b>21</b>	<b>4622</b>	<b>31</b>
	Cum. Total*	110	24	110	23	14441	32
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	17	10	17	10	4607	30
	2007-2008	10	8	12	9	3660	25
	<b>2008-2009</b>	<b>16</b>	<b>9</b>	<b>16</b>	<b>9</b>	<b>4116</b>	<b>27</b>
	Cum. Total*	43	9	45	9	12383	27

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: York School Department  
School: York High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	169	22	13	95	56	36	21	16	9	1148	169	13	56	21	9	1148	15008	4	38	31	27	1141
<b>Ethnicity</b>																						
African American/Black	0										0						315	1	15	29	56	1134
American Indian or Native Alaskan	0										0						106	1	20	31	48	1134
Asian or Pacific Islander	2										2						227	11	41	28	21	1144
Hispanic	0										0						157	1	27	25	46	1136
Caucasian/White	167	22	13	95	57	36	22	14	8	1148	167	13	57	22	8	1148	14203	4	39	31	27	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	21	0	0	2	10	8	38	11	52	1133	21	0	10	38	52	1133	1959	0	7	19	73	1130
No	148	22	15	93	63	28	19	5	3	1150	148	15	63	19	3	1150	13049	5	42	33	21	1142
<b>Current LEP</b>																						
Yes	1										1						239	0	14	24	62	1132
No	168	22	13	95	57	36	21	15	9	1148	168	13	57	21	9	1148	14769	4	38	31	27	1141
<b>Economically disadvantaged</b>																						
Yes	20	0	0	9	45	8	40	3	15	1141	20	0	45	40	15	1141	4306	1	24	33	42	1136
No	149	22	15	86	58	28	19	13	9	1148	149	15	58	19	9	1148	10702	5	43	30	21	1142
<b>Migrant</b>																						
Yes	0										0						4					
No	169	22	13	95	56	36	21	16	9	1148	169	13	56	21	9	1148	15004	4	38	31	27	1141
<b>Gender</b>																						
Female	91	12	13	51	56	19	21	9	10	1148	91	13	56	21	10	1148	7248	3	38	33	27	1140
Male	78	10	13	44	56	17	22	7	9	1148	78	13	56	22	9	1148	7760	5	38	29	28	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						293	1	23	37	39	1137
No	169	22	13	95	56	36	21	16	9	1148	169	13	56	21	9	1148	14715	4	38	31	27	1141
<b>Gifted/talented program</b>																						
Yes	0										0						521	31	63	4	2	1157
No	169	22	13	95	56	36	21	16	9	1148	169	13	56	21	9	1148	14487	3	37	32	28	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Test Date: May 2009  
SAU: York School Department  
School: York High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007	13	8	14	8	937	6
	2007-2008	24	18	25	19	962	7
	<b>2008-2009</b>	<b>20</b>	<b>12</b>	<b>20</b>	<b>12</b>	<b>1062</b>	<b>7</b>
	Cum. Total*	57	12	59	12	2961	7
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007	102	60	103	60	6167	41
	2007-2008	72	55	73	54	5564	38
	<b>2008-2009</b>	<b>98</b>	<b>58</b>	<b>98</b>	<b>58</b>	<b>5706</b>	<b>39</b>
	Cum. Total*	272	58	274	58	17437	39
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007	43	25	43	25	4723	31
	2007-2008	24	18	24	18	4679	32
	<b>2008-2009</b>	<b>37</b>	<b>22</b>	<b>37</b>	<b>22</b>	<b>4487</b>	<b>31</b>
	Cum. Total*	104	22	104	22	13889	31
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007	11	7	11	6	3227	21
	2007-2008	10	8	12	9	3376	23
	<b>2008-2009</b>	<b>13</b>	<b>8</b>	<b>13</b>	<b>8</b>	<b>3408</b>	<b>23</b>
	Cum. Total*	34	7	36	8	10011	23



# WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: York School Department  
School: York High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	168	20	12	98	58	37	22	13	8	1148	168	12	58	22	8	1148	14663	7	39	31	23	1140
<b>Ethnicity</b>																						
African American/Black	0										0						302	2	22	32	44	1133
American Indian or Native Alaskan	0										0						100	2	23	35	40	1134
Asian or Pacific Islander	1										1						219	10	37	27	26	1141
Hispanic	0										0						151	4	29	32	35	1135
Caucasian/White	167	20	12	98	59	36	22	13	8	1148	167	12	59	22	8	1148	13891	7	40	31	23	1140
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	21	0	0	3	14	9	43	9	43	1131	21	0	14	43	43	1131	1861	0	8	21	71	1125
No	147	20	14	95	65	28	19	4	3	1150	147	14	65	19	3	1150	12802	8	43	32	16	1142
<b>Current LEP</b>																						
Yes	0										0						224	0	8	28	64	1127
No	168	20	12	98	58	37	22	13	8	1148	168	12	58	22	8	1148	14439	7	39	31	23	1140
<b>Economically disadvantaged</b>																						
Yes	19	0	0	7	37	10	53	2	11	1139	19	0	37	53	11	1139	4121	2	27	33	38	1134
No	149	20	13	91	61	27	18	11	7	1149	149	13	61	18	7	1149	10542	9	44	30	18	1142
<b>Migrant</b>																						
Yes	0										0						3					
No	168	20	12	98	58	37	22	13	8	1148	168	12	58	22	8	1148	14660	7	39	31	23	1140
<b>Gender</b>																						
Female	90	14	16	55	61	16	18	5	6	1150	90	16	61	18	6	1150	7103	9	43	31	17	1143
Male	78	6	8	43	55	21	27	8	10	1145	78	8	55	27	10	1145	7560	6	35	30	30	1138
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						291	3	25	36	35	1135
No	168	20	12	98	58	37	22	13	8	1148	168	12	58	22	8	1148	14372	7	39	30	23	1140
<b>Gifted/talented program</b>																						
Yes	0										0						520	43	52	3	1	1159
No	168	20	12	98	58	37	22	13	8	1148	168	12	58	22	8	1148	14143	6	38	32	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

Test Date: May 2009  
SAU: York School Department  
School: York High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

**Exceeds the Standards** – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)

2008-2009\*

**Meets the Standards** – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)

2008-2009\*

**Partially Meets the Standards** – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)

2008-2009\*

**Does Not Meet the Standards** – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)

2008-2009\*

## STUDENTS AT EACH ACHIEVEMENT LEVEL

School		SAU		State	
N	%	N	%	N	%
9	5	9	5	602	4
83	50	83	50	5431	37
45	27	45	27	3876	26
28	17	28	17	4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	26.96	48.1	26.96	48.1	22.76	40.6
D. The Physical Setting	34	61	15.88	46.7	15.88	46.7	13.63	40.1
D1/D2 Earth/Space	14	25	6.21	44.4	6.21	44.4	6.05	43.2
D3/D4 Matter and Energy/Force and Motion	20	36	9.67	48.4	9.67	48.4	7.58	37.9
E. The Living Environment	22	39	11.08	50.4	11.08	50.4	9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

### Content Standard D. The Physical Setting

- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

### Content Standard E. The Living Environment

- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

# SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: York School Department  
School: York High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	165	9	5	83	50	45	27	28	17	1144	165	5	50	27	17	1144	14867	4	37	26	33	1140
<b>Ethnicity</b>																						
African American/Black	0										0						311	1	18	20	61	1133
American Indian or Native Alaskan	0										0						102	1	19	30	50	1135
Asian or Pacific Islander	2										2						225	5	40	20	36	1141
Hispanic	0										0						152	2	23	18	57	1136
Caucasian/White	163	9	6	83	51	45	28	26	16	1144	163	6	51	28	16	1144	14077	4	37	26	32	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	0	0	1	6	4	24	12	71	1132	17	0	6	24	71	1132	1928	0	9	18	72	1131
No	148	9	6	82	55	41	28	16	11	1145	148	6	55	28	11	1145	12939	5	41	27	28	1142
<b>Current LEP</b>																						
Yes	1										1						234	0	10	11	79	1129
No	164	9	5	83	51	45	27	27	16	1144	164	5	51	27	16	1144	14633	4	37	26	33	1140
<b>Economically disadvantaged</b>																						
Yes	18	0	0	5	28	8	44	5	28	1138	18	0	28	44	28	1138	4264	2	24	26	47	1136
No	147	9	6	78	53	37	25	23	16	1145	147	6	53	25	16	1145	10603	5	41	26	28	1142
<b>Migrant</b>																						
Yes	0										0						4					
No	165	9	5	83	50	45	27	28	17	1144	165	5	50	27	17	1144	14863	4	37	26	33	1140
<b>Gender</b>																						
Female	89	6	7	36	40	30	34	17	19	1143	89	7	40	34	19	1143	7179	2	32	29	37	1139
Male	76	3	4	47	62	15	20	11	14	1145	76	4	62	20	14	1145	7688	6	40	23	30	1142
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						287	2	23	26	49	1136
No	165	9	5	83	50	45	27	28	17	1144	165	5	50	27	17	1144	14580	4	37	26	33	1140
<b>Gifted/talented program</b>																						
Yes	0										0						517	28	65	6	1	1156
No	165	9	5	83	50	45	27	28	17	1144	165	5	50	27	17	1144	14350	3	35	27	35	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number